

## **Sub-I: Emergency Medicine**

### **Description**

*The Sub-Internship in Emergency Medicine* is an intense four-week course which offers an experience reflecting the breadth of knowledge, activities, and responsibilities of an emergency medicine intern. This course is offered to all fourth-year medical students at Weill Cornell Medical College and Columbia University College of Physicians & Surgeons, as well as visiting students from outside institutions who are seriously considering a career in Emergency Medicine.

The course is modeled after the New York-Presbyterian Emergency Medicine Residency Program. New York-Presbyterian/Columbia (W. 168th Street) and New York-Presbyterian/Weill Cornell (E. 68th Street) serve as the sites for this rotation. Time spent at both locations will expose the student to a diverse patient population and wide variety of disease and injury. Our modern, high volume, and high acuity Emergency Departments will serve as the classroom for one of the most hands-on and educational rotations you will have during your medical school careers.

This **four-week** elective includes 12 clinical shifts that are divided between New York-Presbyterian/Columbia and New York-Presbyterian/Weill Cornell. During this elective, students spend time in the Adult Emergency Departments at both facilities, the New York-Presbyterian/Cornell Pediatric Emergency Department, and the New York-Presbyterian/Weill Cornell Urgent Care Center. In addition, one shift will be spent with New York-Presbyterian EMS riding in an ambulance along with either an EMT or paramedic team.

There is also a substantial **didactic component** to this elective. Students attend a series of 4-5 hours weekly of dedicated sub-intern lectures, hands-on workshops, and small group sessions that will provide an overview of important emergency medicine topics. Example topics include trauma management, EKG analysis, toxicology cases, SIM training, airway lab (including advanced airway techniques), splint/suture/IV lab, ultrasound lecture/lab. In addition, students attend the four-hour weekly departmental conferences, SIM sessions and interactive theme days with the residents and the daily morning reports.

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### **Learning Objectives**

By the end of the Emergency Medicine Sub-I, the student will be able to:

- Perform the duties required of an intern in Emergency Medicine, with appropriate supervision.
- Perform a complete and focused history and physical examination for patients in Emergency Medicine. (EPA 1)

- Identify and prioritize the differential diagnosis and recommend a diagnostic approach to commonly presenting signs and symptoms in Emergency Medicine. (EPA 2, 3)
- Interpret diagnostic and imaging tests for disease states commonly encountered in Emergency Medicine. (EPA 3)
- Demonstrate skills in diagnostic reasoning and clinical problem-solving by forming clinical questions and applying the skills of evidence-based medicine. (EPA 7)
- Outline preventive and management strategies for diseases commonly encountered in Emergency Medicine.
- Write complete and accurate clinical notes and orders or prescriptions. (EPA 4, 5)
- Provide clear and accurate oral presentations. (EPA 6)
- Communicate and relate effectively with patients, families, and the medical team.
- Collaborate as a member of an interprofessional team and coordinate and transition care with other providers. (EPA 8, 9)
- Recognize urgencies and emergencies in Emergency Medicine and initiate appropriate evaluation and management. (EPA 10)
- Describe the indications, contraindications, risks, benefits, and documentation of procedures commonly performed in Emergency Medicine.
- Demonstrate the appropriate use of universal precautions and sterile technique in relevant settings.
- Recognize the limits of one's knowledge and skills, seeking consultation with more experienced physicians or specialists when indicated.
- Demonstrate a high level of responsibility, including attendance, reliability, accurate reporting, and personal comportment.
- Demonstrate a commitment to self-improvement by accepting constructive criticism and modifying behaviors appropriately.
- Demonstrate professional relationships with patients by establishing rapport, showing sensitivity to patient needs and perspectives, advocacy, and confidentiality.
- Demonstrate professional relationships with colleagues, the healthcare team and systems by showing respect for, and cooperation with, all colleagues, and by using medical records appropriately.